

## SEASIDE ELEMENTARY

1605 Woodland Dr. Ext.  
Garden City, South Carolina 29576

**GRADES** K-5 Elementary School

**ENROLLMENT** 702 Students

**PRINCIPAL** Elizabeth S. Selander 843-357-3838

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
21	49	4	0	0

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Below Average	N/A
<b>2002</b>	Excellent	Excellent	N/A
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Excellent	Good	Yes

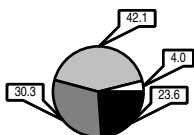
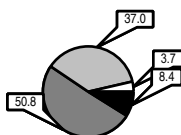
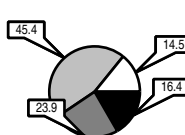
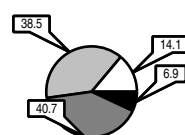
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	334	99.1	3.7	37.0	50.8	8.4	72.4	Yes	Yes
<b>Gender</b>									
Male	166	98.8	5.3	42.7	46.0	6.0	66.0		
Female	168	99.4	2.0	31.3	55.8	10.9	78.9		
<b>Racial/Ethnic Group</b>									
White	312	99.4	3.6	35.8	51.6	9.0	73.1	Yes	Yes
African-American	10	100.0	0.0	70.0	30.0	0.0	60.0	I/S	I/S
Asian/Pacific Islanders	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	289	99.3	2.3	34.5	54.0	9.2	76.2		
Disabled	45	97.8	13.9	55.6	27.8	2.8	44.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	334	99.1	3.7	37.0	50.8	8.4	72.4		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	332	99.4	3.4	37.2	51.0	8.4	72.6		
<b>Socio-Economic Status</b>									
Subsidized meals	130	98.5	7.5	43.4	42.5	6.6	67.0	Yes	Yes
Full-pay meals	204	99.5	1.6	33.5	55.5	9.4	75.4		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	334	99.4	4.0	42.1	30.3	23.6	73.1	Yes	Yes
<b>Gender</b>									
Male	166	99.4	4.0	46.0	27.3	22.7	72.0		
Female	168	99.4	4.1	38.1	33.3	24.5	74.1		
<b>Racial/Ethnic Group</b>									
White	312	99.4	3.6	41.9	30.5	24.0	73.8	Yes	Yes
African-American	10	100.0	0.0	50.0	30.0	20.0	60.0	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	289	99.7	3.4	38.3	32.2	26.1	77.0		
Disabled	45	97.8	8.3	69.4	16.7	5.6	44.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	334	99.4	4.0	42.1	30.3	23.6	73.1		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	332	99.4	3.7	42.2	30.4	23.6	73.3		
<b>Socio-Economic Status</b>									
Subsidized meals	130	99.2	4.7	50.9	29.2	15.1	66.0	Yes	Yes
Full-pay meals	204	99.5	3.7	37.2	30.9	28.3	77.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	113	100.0	7.0	32.0	53.0	8.0	61.0
	<b>Grade 4</b>	122	100.0	6.5	35.2	50.9	7.4	58.3
	<b>Grade 5</b>	120	100.0	10.9	53.6	34.5	0.9	35.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	96	99.0	2.2	20.2	55.1	22.5	77.5
	<b>Grade 4</b>	115	100.0	7.3	46.4	46.4	N/A	46.4
	<b>Grade 5</b>	123	99.2	5.0	43.7	47.1	4.2	51.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	113	100.0	8.0	48.0	29.0	15.0	44.0
	<b>Grade 4</b>	122	100.0	4.6	32.1	28.4	34.9	63.3
	<b>Grade 5</b>	120	100.0	3.6	47.3	33.6	15.5	49.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	96	99.0	4.5	47.2	33.7	14.6	48.3
	<b>Grade 4</b>	115	100.0	7.3	45.5	29.1	18.2	47.3
	<b>Grade 5</b>	123	99.2	5.0	37.0	25.2	32.8	58.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 702)				
First graders who attended full-day kindergarten	88.1%	N/C	100.0%	100.0%
Retention rate	2.5%	Down from 3.3%	2.5%	2.7%
Attendance rate	95.8%	Down from 95.9%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.4%		2.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.1%		2.8%	3.5%
Eligible for gifted and talented	9.6%	Down from 29.1%	21.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.6%	Down from 9.3%	7.7%	8.2%
Older than usual for grade	0.1%	Down from 1.0%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.1%	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	40.5%	Up from 35.9%	54.6%	51.4%
Continuing contract teachers	90.5%	Down from 97.4%	90.2%	87.5%
Highly qualified teachers**	100.0%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	94.1%	Up from 92.3%	88.6%	86.7%
Teacher attendance rate	95.2%	Down from 95.5%	95.2%	94.9%
Average teacher salary	\$40,785	Down 0.5%	\$42,081	\$40,760
Prof. development days/teacher	15.2 days	Up from 11.8 days	11.2 days	12.4 days

School				
Principal's years at school	1.0	Down from 6.0	5.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Down from 23.1 to 1	20.1 to 1	18.9 to 1
Prime instructional time	90.6%	Down from 90.7%	90.6%	90.0%
Dollars spent per pupil*	\$5,631	Up 4.8%	\$5,740	\$6,044
Percent of expenditures for teacher salaries*	65.0%	Down from 68.0%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The School Improvement Council would like to commend the Seaside family for the smooth transitions and changes that took place during the 2003-2004 school year. We look forward to our continued excellence as we all work together for our children.

The students and staff of Seaside Elementary celebrated another great year of learning. We experienced success as we advanced the academic levels of our students and will continue to raise the bar to meet the needs of all of our children. The efforts of our staff, students, and parents were reflected in the improvement shown by our students' performance on district and state assessments. As a result, the Education Oversight Committee recognized Seaside Elementary as one of the schools that was "closing the gap" between the performance of students who are economically advantaged and those who are economically disadvantaged.

The addition of the Measure of Academic Progress (MAP) assessments provided an additional tool to measure student progress three times a year for students in grades two through five. This allowed us to enhance communication between home and school, and also provided evidence that supported differentiated instruction in English Language Arts and Math. Using MAP data, we were able to group students according to their instructional level in order to meet their individual needs. Many extensive activities were planned to support student learning in all grade levels at Seaside. With the support of our PTA, community volunteers, and local business partners, we were able to provide direct assistance to students before, during, and after school. In order to support improved phonemic awareness and decoding skills, additional daily instructional small group opportunities were provided for kindergarten, first, and second grade students. Over 30 community volunteers and retired educators provided small group and individual help for students at all grade levels. Each Thursday afternoon, parents and students participated in our Family Reading Night, where they read books together, took Accelerated Reader tests, and used the computers for research and/or reinforcement. Selected fifth students participated in an online pre-algebra course as well as the Math Olympiad Program.

To enhance our students' understanding of community and school interactions, all classes were involved in Junior Achievement. Fifth graders participated in the DARE program and many participated in our Junior Lifeguard Program. Students also participated in many service-learning projects, including the Beach Sweep, Family Fun Run, Valentines for Veterans, and collecting canned food for the needy.

Throughout the school year, staff members met weekly to plan and exchange ideas to improve classroom instruction. Diagnostic assessments were conducted continuously in all classrooms to monitor student learning. Many of our teachers involved themselves in professional development. Six teachers earned endorsement in gifted and talented this year, one teacher earned National Board Certification, and three teachers earned advanced degrees.

Elizabeth Selander, Principal, 2003-2004

Hyde Abbott, School Improvement Chairperson, 2003-2004

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	45	110	75
<b>Percent satisfied with learning environment</b>	100.0%	90.8%	93.3%
<b>Percent satisfied with social and physical environment</b>	100.0%	90.9%	94.7%
<b>Percent satisfied with home-school relations</b>	93.3%	91.8%	85.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.